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ABSTRACT

The Florida Statewide Assessment Program annually tests students on their achievement of statewide objectives in the basic skills areas of mathematics, reading, and writing. The objective-referenced tests, which measure entry-level skills, are administered in the fall of each year. Results are provided for each student, school, district, and the state. Information about utilization of Statewide Assessment results is of interest to the Department of Education and the legislature. How are results used by teachers and administrators? Is the information sufficient for their needs? Do parents understand the information? To obtain data about these and other questions, a survey of parents, teachers, and administrators was conducted. Three audiences were surveyed: administrators, teachers, and parents. Results of the survey are detailed. (Author/MV)

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ASSESSING ASSESSMENT: A REVIEW OF PARENTS', TEACHERS',
AND ADMINISTRATORS' ATTITUDES TOWARD AND
UTILIZATION OF STATEWIDE ASSESSMENT RESULTS

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February 1, 1977

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ASSESSING ASSESSMENT: A REVIEW OF PARENTS', TEACHERS',
AND ADMINISTRATORS' ATTITUDES TOWARD AND
UTILIZATION OF STATEWIDE ASSESSMENT RESULTS

The Florida Statewide Assessment Program annually tests students on their achievement of statewide objectives in the basic skills areas of mathematics, reading, and writing. The objective-referenced tests, which measure entry-level skills, are administered in the fall of each year. Results are provided for each student, school, district, and the state.

Information about utilization of Statewide Assessment results is of interest to the Department of Education and the legislature. How are results used by teachers and administrators? Is the information sufficient for their needs? Do parents understand the information? To obtain data about these and other questions, a survey of parents, teachers, and administrators was conducted jointly by the College of Communication at Florida State University and the Student Assessment Section of the Florida Department of Education.¹

SAMPLE

Three audiences were surveyed: administrators, teachers, and parents. Two levels of administrators receive and use assessment data: district superintendents and school principals. For the survey, they were treated as two separate groups, each receiving an appropriately worded survey which reflected differences in the type of data received and the kinds of uses made of the data. Surveys were sent to all 67 district superintendents and to all principals of schools with either grade 3 and/or grade 6 (approximately 1500 schools).

Statewide Assessment is administered early in the fall, so the results have implications for teachers of grades adjacent to 3 and 6, as well as for third and sixth grade teachers. Third and

¹The survey was originally conducted by Dr. Theodore Clevenger, Jr., College of Communication, Florida State University, under contract to the Dept. of Education. This paper was presented by Patricia W. Owen and Judy L. Haynes at the annual convention of the Florida Education Research Association, January, 1977.

sixth grade teachers (called participating teachers since their students participated in the 1975-76 assessment) received results data on each student, as well as school results. Teachers of grades immediately preceding those which are assessed (called non-participating teachers) had access only to school scores. Because of the differences in degree of involvement with assessment and the types of results available to the two teacher groups, they were treated as separate samples, each receiving an appropriately designed questionnaire.

The teacher samples were chosen by randomly selecting one or more schools containing third and sixth grades, from each school district. Within the selected schools, all participating teachers (e.g., all third and sixth grade teachers) were asked to complete the questionnaire. An equal number of non-participating teachers was randomly selected by the principal, using a prescribed procedure. The total number of teachers sampled in a district was proportionate to the district's student population.

The parent sample was limited to parents of students in grades 3 and/or 6, in order to tap their familiarity with the Statewide Assessment Program and their reaction to it. Each participating teacher followed instructions to randomly select two students whose parents were sent the parents' questionnaire. The number of participants in each group and percent responding is given below.

Survey Participants and Percent Responding

	Number Sent A Questionnaire	Number Responding	Percent Responding
Parents	9,166	3,054	33%
Teachers, participating	4,583	2,642	58%
Teachers, non- participating	4,583	2,135	47%
Principals	1,494	1,183	79%
Superintendents	67	32	48%
Total	19,893	9,046	45%

QUESTIONNAIRES

The questions on each questionnaire may be separated into five categories, each of which can be seen to ask a major question about the utilization of or attitude toward assessment results. These categories are:

- I. Administrative Information regarding Statewide Assessment Results
- II. Value and Use of Student Reports
- III. Value and Use of School Reports
- IV. Use of Statewide Minimal Objectives
- V. Type of Test Information Desired

Each group participating in the survey received a questionnaire designed specifically for that group.¹ The five groups were asked questions about all categories, except that the parent survey did not ask about the use of statewide objectives. To the degree possible, questions were repeated with identical or similar wording on each questionnaire, in order to maximize the number of questions which could be compared across groups.

Each questionnaire had a cover letter explaining the purpose of the survey and the method of participant's selection.² A self-addressed stamped envelope was supplied, as well, for returning the questionnaires.

SUMMARY OF DATA

This section consists of the display and analysis of data gathered through the study. The results are organized according to the five major categories of the investigation, with the responses to each question given in tabular form. Within a category, the survey questions are grouped under major questions. Percentage distributions are displayed separately by the type of audience replying to the questionnaire.

Administrative Information Regarding Statewide Assessment Results

Major Question 1. What administrative information is needed to assure proper and thorough dissemination of Statewide Assessment Results?

¹In Appendix A each questionnaire is included and labeled appropriately. The percent choosing each response appears on the questionnaire.

²Appendix B is comprised of a selection of cover letters and instructions.

Survey questions designed to answer *Major Question 1* were:

- a. How much statewide testing should be done?
- b. Who should receive testing results?
- c. How would you rate this year's (1975-76) Assessment Program overall?
- d. How would you compare the operation of this year's Assessment Program with last year's program?

TABLE 1 provides a summary of the percentages of participating teachers, non-participating teachers, principals, and superintendents responding to the question, "How much statewide testing should be done?"

TABLE 1 gives clear evidence that all four groups believe that there should be some statewide testing. The data also indicate that teachers' and principals' opinions about the amount of testing that should be done are evenly divided among the choices of: at intermittent grade levels, at grades 3, 4, 5, and 6, and at all grades. Overall, the option of testing at grades 3, 4, 5, and 6 is the least preferred, although at the time of the survey, that was what the law required.

TABLE 1.--Preferences for the amount of state testing that should be done

	Percent Choosing				
	None	Intermittent Grades	Grades 3,4,5,6*	All Grades	No Opinion
Teachers, participating	5	29	24	32	7
Teachers, non- participating	6	30	27	30	6
Principals*	12	36	22	36	2
Superintendents*	-	63	19	19	-

*Required by law at the time of the survey

Most superintendents, principals, and non-participating teachers preferred testing at intermittent grade levels (63%, 36%, and 30% respectively), while most participating teachers (32%) preferred testing at all grades.

TABLE 2 is a summary of the percentages of participating teachers, non-participating teachers, principals, and superintendents responding to the question, "Who should receive testing results?"

TABLE 2.—Responses to the question, "Who should receive testing results?"

	Percent Choosing				
	Nobody, Do No Testing	Teachers Only	Teachers & Ed. Admin.	Public, Teachers, & Ed. Admin.	No Opinion
Teachers, participating	5	3	36	51	3
Teachers, non- participating	5	2	41	47	4
Principals	8	5	35	48	2
Superintendents	-	-	31	69	-

The data illustrate that the majority of participating teachers (51%), non-participating teachers (47%), principals (48%), and superintendents (69%) felt that testing results should be made available to the general public, teachers, and education administrators. Somewhat smaller percentages of each group responding to the question thought that only teachers and education administrators should receive testing results.

Parents were also asked about the dissemination of testing results. On their questionnaire the question was, "Should the general public receive information on test results for each school and district?" Over 80% of the parents supported the general public's receiving the reports.

It is apparent that the greatest majority of respondents in all five groups felt that testing results should be disseminated to the general public.

In TABLE 3 a summary of the percentages of participating teachers, principals, and superintendents shows the responses to the question, "How would you rate this year's (1975-76) Assessment Program, overall?"

TABLE 3.—Rating of the 1975-76 Assessment Program

	Percent Choosing				
	Excellent	Good	Fair	Poor	No Opinion
Teachers, participating	10	50	23	5	10
Principals	18	54	20	3	2
Superintendents	13	69	19	-	-

About 10% of the participating teachers, 18% of the principals and 13% of the superintendents rated the 1975-76 Assessment Program as excellent. The data also show that about half of the participating teachers and principals and two-thirds of the superintendents thought that the 1975-76 Assessment Program was good, while approximately 20% of each group thought it was fair. Therefore, about 60% of the teachers gave the 1975-76 Assessment Program a good to excellent rating, while 71% of the principals and 81% of the superintendents rated it thus.

Parents were told "The purpose of the Statewide Assessment Program is to measure achievement in the basic areas of reading, writing, and mathematics. How do you feel about the state's conducting such a testing program?" 39% of the parents support such a program while an additional 46% strongly support it. Less than 5% of the parents opposed a testing program.

The data in TABLE 4 represent a summary of the percentages of participating teachers, principals, and superintendents who answered the question, "How would you compare the operation of this year's (1975-76) Assessment Program with last year's program?" (Respondents were asked to bypass this question if they were not familiar with the Statewide Assessment Program.)

TABLE 4.--Comparison of this Year's (1975-76) Assessment Program to Last Year's .

	Percent Choosing				
	Much Better	Better	About The Same	Worse	Much Worse
Teachers, participating	8	21	34	2	-
Principals	16	41	31	1	-
Superintendents	9	66	22	-	-

While only 65% of the participating teachers responded, almost 30% felt this year's program was better than last year's. 34% felt that it was about the same. 57% of the principals thought this year's program was better; while 31% of them felt it was the same. (Only 89% of the principals responded to this question.) 75% of the superintendents thought this year's program was better than last year's.

SUMMARY OF MAJOR QUESTION 1

The presentation and analysis of participating and non-participating teachers', principals', superintendents', and parents' responses to questions which attempted to ascertain the extent of use and the value of Statewide Assessment results is summarized as follows:

1. The majority of respondents felt that Statewide Testing should be conducted with greater emphasis on the primary years. Most respondents felt that testing should take place (1) at intermittent grades, (2) at grades 3, 4, 5, and 6 or (3) at all grades.

2. All types of respondents reported that the general public should receive testing results.

3. Most of the teachers, principals, and superintendents surveyed gave the Statewide Assessment Program a good to excellent rating. 85% of the parents reported support for the program.

4. The respondents felt that this year's (1975-76) Assessment Program showed improvement over last year's.

Value And Use Of Student Reports

Major Question 2. What is the extent of use and relative value of the student reports?

The individual student reports provide data on objective and item achievement for each student. Survey questions designed to answer *Major Question 2* were:

a. How much additional information about the students' academic strengths and weaknesses do the Statewide Assessment results add to information you already have available?

b. How would you rate the value of the individual student reports for making instructional decisions about groups of students?

c. How much use do you (teachers) make of student reports?

An important question is whether Statewide Assessment provides any information about children's academic strengths and weaknesses beyond that which is already available in the school. As TABLE 5 shows, Statewide Assessment does provide additional information about children's academic strengths and weaknesses that is not already available in the school district, indicating that the State Program complements district efforts.

TABLE 5.--Amount of additional information about students provided by Statewide Assessment

	Percent Choosing				
	A Great Deal	Considerable	Some	Little Or No	No Opinion
Teachers participating	7	25	44	10	2
Principals	10	35	43	11	-
Superintendents	22	34	31	13	-

The data in TABLE 6 show that the additional information is considered valuable by most teachers and principals for making instructional decisions about students.

TABLE 6.--Value of the Student Report for instructional decisions about groups of students

	Percent Choosing				
	High	Moderate	Slight	No Value	No Opinion
Teachers, participating	19	48	16	3	2
Teachers, non-participating	18	30	9	2	3
Principals	32	46	17	3	-

TABLE 7 is a summary of participating teachers', principals', and superintendents' responses to the question, "How much use to you make of student reports?" (Principals and superintendents were asked, "How much use do your teachers make of student reports?")

TABLE 7.--Extent of use of Student Reports

	Percent Choosing				No Reports Available
	Heavy	Moderate	Slight	None	
Teachers, participating	11	50	22	4	1
Principals*	17	64	13	2	2
Superintendents*	34	53	-	6	6

*Principals and superintendents were asked about their teachers' use.

88% of participating teachers responded to this question and 60% made moderate to heavy use of the student reports. Principals reported that 82% of their teachers made moderate to heavy use, while superintendents reported that almost 88% of teachers made moderate to heavy use of the student reports. The data show that superintendents overestimated the amount of heavy use of the student reports (34% compared to 11%) while principals reported accurately concerning participating teachers' usage of the student reports.

Participating teachers were asked an additional question about the student report: "How valuable is the information in the report for discussing with parents the academic strengths and weaknesses of their child?". Sixty-one percent felt the report had moderate to high value for this purpose, while 23% felt it had slight or no value. Seventy percent of the parents reported that they had received the student

report.¹ Of those who received it, 60% read and/or discussed the report, while 12.5% glanced at it or read portions of it. Fifty-seven percent said the information had high to moderate value in helping them learn of the academic strengths and weaknesses of their child. In answering, "How easy was it to understand this report?", almost 35% of the parents felt it was very easy to understand, and another 36% of them understood at least some of it. When asked, "Did you talk to your child's teacher about your child's test results?", only 22% of the parents answered "yes", suggesting that in most cases the report was sent home rather than used as part of a parent-teacher conference.

SUMMARY OF MAJOR QUESTION 2

The tabular representations of participating and non-participating teachers', principals', superintendents', and parents' responses to the extent of use and the value of student reports is summarized as follows:

1. The information about individual students provided by State-wide Assessment is generally not a duplication of information already available to the teacher.
2. The student reports are considered valuable for making instructional decisions about groups of students.
3. Teachers are using the student reports for adapting to student needs and making instructional decisions about groups of students.

Value And Use Of School Reports

Major Question 3. What is the extent of use and relative value of the school reports?

The 1975-76 school report gives the percentage of students in the school, the district, and the state who achieved each item. Because of last minute delays in the production of the school reports, they were distributed to schools only days before the survey took place. As a consequence, fewer teachers had seen the reports (see TABLE 8) and all groups had little time in which to use the reports.

Survey questions designed to answer *Major Question 3* were:

- a. How valuable is the School Report of Statewide Assessment results for making decisions about the strengths and weaknesses of the school's instructional program?
- b. How much use do you make of the school reports when they are returned to you?

¹Each district and/or school decided whether and how to share the student report with parents.

As the data in TABLE 8 show, Statewide Assessment results add to the amount of information about the school's instructional programs. Superintendents rate the program most useful in providing additional information.

TABLE 8.--Amount of additional information about the school's instructional program provided by Statewide Assessment

	Percent Choosing					
	A Great Deal	Considerable	Some	Little Or No	No Opinion	No Access To Reports
Teachers, participating	6	43	**	26	10	12
Teachers, non-participating	6	38	**	25	12	18
Principals	7	35	43	9	3	**
Superintendents	6	56	34	3	-	**

**This response was not included on this group's questionnaire.

TABLE 9 presents the percentages of teachers, principals, and superintendents who responded to the question, "How valuable is the school report of Statewide Assessment Results for making decisions about the strengths and weaknesses of the school's instructional program?"

TABLE 9.--Value of School Reports

	Percent Choosing				
	High Value	Moderate Value	Slight Value	No Value	No Opinion
Teachers, participating	20	45	16	5	13
Teachers, non-participating	22	45	16	3	13
Principals	32	47	13	3	2
Superintendents	41	47	9	-	3

The data show that the vast majority of all respondents found the school report valuable for making instructional decisions. About 20% of both participating and non-participating teachers rated the school report as highly valuable. Even higher percentages of principals and superintendents rated the report as having high value, 32% and 41% respectively. Approximately 45% of each group of respondents indicated that the school report had moderate value, while from 9% (superintendents) to 16% (participating teachers) felt that the reports had at least slight value for making instructional decisions.

TABLE 10 describes how teachers responded to the question, "How much use do you make of the school reports when they are returned to you?"

TABLE 10.—Teachers' use of School Reports

	Percent Choosing				
	Heavy Use	Some Use	Do Not Use	Did Not Receive In Time	No Opinion
Teachers, participating	10	52	13	3	21
Teachers, non-participating	8	46	14	4	25

Both participating and non-participating teachers responded similarly in that 62% and 55% respectively, made use of the school reports. The fact that 21--25% of the teachers had not seen the school reports may be attributed to the timeliness of the distribution of the report. Another reason may be the principal's failure to share the report with teachers. This assumption seems substantiated by the fact that almost 65% of the parents surveyed reported that they had not heard about their school's performance on Statewide Assessment.

Principals and superintendents also use the assessment data on school and district achievement. TABLE 11 shows the extent to which principals use assessment results to make decisions about the strengths and weaknesses of the school's instructional program and superintendents use the data for district-level decisions.

TABLE 11.—Use of Statewide Assessment results to evaluate school's/district's instructional program

	Percent Choosing				
	Most Important Factor	Major Factor	Slight Factor	Not Used	Reports Not Received
Principals, (school eval.)	3	40	45	3	6
Superintendents, (district eval.)	-	50	47	-	-

SUMMARY OF MAJOR QUESTION 3

Teachers', principals', superintendents', and parents' responses to questions about the extent of use and relative value of the school report are summarized as follows:

1. Most teachers found the school report useful and valuable, especially in making decisions about the strengths and weaknesses of the school's instructional program.

2. Principals and superintendents use assessment results in evaluating school and district instructional programs.

3. Many parents were not aware of their school's performance on Statewide Assessment.

Use of Statewide Minimal Objectives

Major Question 4. Are statewide minimal objectives widely used in planning strategies for instruction?

Since 1971, statewide objectives have been adopted by the State Board of Education. Objectives are made available to districts prior to testing and are printed on each report. Survey questions designed to answer *Major Question 4* were:

a. To what extent do you use the statewide priority objectives for reading, writing, and mathematics in planning instruction?

b. One criticism of past assessments has been that the objectives and items changed from year to year. In your opinion, how much would be gained from stabilizing the objectives?

The data show that participating and non-participating teachers answered similarly: about 30% used the objectives a great deal, 40% used the objectives some, and 12% used them a little. It is surprising that six percent of the third and sixth grade teachers did not even know what the objectives were, while the figure was only slightly higher for non-participating teachers (9%).

TABLE 12.--Use of Statewide Objectives

	Percent Choosing				
	A Great Deal	Some	A Little	Not At All	I Don't Know What They Are
Teachers, participating	32	40	13	7	6
Teachers, non-participating	29	40	11	9	9

Participating and non-participating teachers were also asked, "...how much increased usage would be gained from stabilizing the objectives?" These data are described in TABLE 13.

TABLE 13.--Usage gained from stabilizing objectives

	Percent Choosing				
	Increased Use Of Objectives & Results	No Diff.	Decreased Use of Objectives & Results	No Opinion	I Don't Know What They Are
Teachers, participating	55	13	6	15	7
Teachers, non- participating	58	13	5	13	9

The majority of teachers (55% participating and 58% non-participating) felt that stabilizing the objectives would increase the use of objectives and results. Smaller percentages of participating and non-participating teachers felt that it would make no difference (about 13% each) or that it would decrease the use of objectives and results (about 5% each).

SUMMARY OF MAJOR QUESTION 4

The results of the attempt to ascertain the use of statewide minimal performance objectives are summarized as follows:

1. Almost all teachers used the objectives.
2. Though lists of statewide objectives have been disseminated for five years, there are still teachers who have never heard of the objectives for their grade.
3. The majority of both groups of teachers felt that stabilizing the objectives would increase their use and the use of results.

Generally, it is very encouraging to note the extent of use of the statewide minimal objectives, yet discouraging to see that some teachers are still not aware of them.

Type of Test Information Desired

Major Question 5. Which type of test results information is more desirable--norm referenced or criterion referenced?

The survey questions designed to answer *Major Question 5* gave this example as a lead-in:

Comparison to
National Norms

or

Achievement of
Specific Skills

Example: "That mathematics score is at the 79th percentile. This student did better than 79% of the students in the country."

Example: "This student can add numbers without carrying, but cannot add correctly when carrying is required. He may need more work in carrying."

The two questions were:

a. For an individual student, which kind of test information would you rather have--information about how the student compares to national norms or information about his achievement of specific skills?

b. For school reports, which kinds of test information would you rather have--information about how the school compares to national norms or information about the school's academic strengths and weaknesses?

The data in TABLE 14 (see following page) indicate which type of information is desired for an individual student. The data illustrate that the majority of participating teachers (75%), non-participating teachers (78%), principals (74%), superintendents (81%), and parents (64%) preferred mostly data on achievement of specific skills (criterion-referenced), accompanied by some comparison to national norms (norm-referenced). Virtually no one desired only norm-referenced information. The high proportion of parents preferring criterion-referenced data contradicts the assumption that parents care only about how their children compare to national norms.

TABLE 15 (see following page) is a representation of the kinds of test information desired (norm-referenced or criterion-referenced) for school results. All groups reported substantial support for criterion-referenced data on school achievement. As with student data, they preferred mostly data on achievement of specific skills (criterion-referenced) with some comparison to national norms (norm-referenced). Second choice was for mostly norm referenced data with some criterion-referenced data.

Parents were more interested in norm-referenced data than educators were (24% to 11%). Principals (13%) were the largest group of respondents in the category: only criterion-referenced data.

SUMMARY OF MAJOR QUESTION 5

Results of teachers', principals', superintendents', and parents' preferences for types of testing information (criterion or norm-referenced) may be summarized as follows:

1. For individual students, all groups preferred results reported in a mostly criterion-referenced style.

2. For school reports, educators overwhelmingly supported the criterion referenced approach, while parents, though preferring the criterion-referenced approach, were not so strongly supportive as the educators.

TABLE 14.--Kind of information desired about individual students--
norm-referenced or criterion-referenced

	Percent Choosing				
	Only Com- parison To Nat'l Norms	Mostly Comparison To Nat'l. Norms, Some Data On Achvmt. of Specific Skills	Mostly Data On Achvmt. Of Specific Skills, Some Comparison to Nat'l. Norms	Only Data On Achvmt. Of Specific Skills	No Opinion
Teachers, participating	1	6	75	16	1
Teachers, non- participating	1	4	78	16	1
Principals	2	9	74	14	-
Superintendents	-	9	81	6	3
Parents	2	14	64	11	4

TABLE 15.--Kind of information desired about school achievement--
norm-referenced or criterion-referenced

	Percent Choosing				
	Only Com- parison To Nat'l Norms	Mostly Comparison To Nat'l. Norms, Some Data on Achvmt. of Specific Skills	Mostly Data on Achvmt. Of Specific Skills, Some Comparison to Nat'l. Norms	Only Data on Achvmt. Of Specific Skills	No Opinion
Teachers, participating	1	12	74	10	2
Teachers, non- participating	1	11	76	10	1
Principals	2	9	75	13	-
Superintendents	3	-	94	3	-
Parents	3	24	56	8	5

SUMMARY OF RESULTS

1. Attitudes toward Statewide Testing and the Assessment Program were largely favorable. Almost all respondents thought that at least some Statewide Testing should be done, and more than half favored more Statewide Testing than is presently being done. Moreover, about half the respondents felt that the results of such testing should be made available to the general public as well as to school personnel.

2. By the great majority of school personnel, the 1975-76 Assessment Program was evaluated as good-to-excellent and as improved over the 1974-75 program.

3. Parents reported support of the program.

4. Almost all of the participating teachers, and the majority of non-participating teachers, were aware of the individual student reports issued by the Statewide Assessment. Most of the participating teachers use them for planning instruction, and many of the non-participating teachers do so.

5. Both participating and non-participating teachers who chose to respond to questions about the value of individual student reports indicated by an overwhelming majority that they were of great or moderate value in planning instruction for both the individual child and groups of children.

6. Most of the parents were familiar with the student report and had read and/or discussed it.

7. By a margin of two-to-one or more, educators believed that the school reports were valuable in making decisions about the school's instructional programs.

8. Many parents were not aware of their school's performance on Statewide Assessment.

9. An overwhelming majority of teachers, both participating and non-participating, use the statewide objectives for planning their own instruction in math and communications skills.

10. The majority of participating and non-participating teachers felt that stabilizing the objectives would increase their use and the use of results.

11. When asked to choose between norm-referenced and objective-referenced results, the vast majority of school personnel in all groups preferred, "Mostly data on achievement of specific skills; some comparisons to national norms". It was interesting to note that the majority of parents also chose this alternative.

Other insights gained as a result of the survey:

1. Self evaluation, generally speaking, appears to be more accurate than estimation by others. Principals and superintendents, when asked what their teachers did, often held a somewhat inflated view; e.g., the extent of utilization of student reports.

2. The percentages of respondents answering each question fluctuated from question to question, but it is apparent that superintendents answered the greatest number of questions they were asked. Next came principals, then teachers and parents.

3. One surprising discovery has been the amount of use of assessment results by non-participating teachers. Since these teachers have taught or will be teaching those students tested, they have apparently benefited from the assessment results as much as the participating teachers have.

4. Another phenomenon supported by the evidence is the similar manner in which each type of teacher responded. Generally, both participating and non-participating teachers feel the same way about Statewide Assessment.

APPENDIX A

1975-76 SURVEY FORMS FOR TWO TEACHER GROUPS,
PRINCIPALS, SUPERINTENDENTS, AND PARENTS,
MARKED WITH THE PERCENT CHOOSING EACH RESPONSE

SURVEY ON STATEWIDE ASSESSMENT
FLORIDA DEPARTMENT OF EDUCATION

FORM A--TEACHERS GRADES 3 AND/OR 6

1. In what grade do you teach? (See Below)

- 51.1 1. third
4.8 2. sixth
6.8 3. other

1.0

2. For how many years have you taught in the public schools?

- 4.7 1. This is my first year.
20.9 2. 1-3 years completed
31.9 3. 4-9 years completed
27.3 4. 10-19 years completed
14.8 5. 20 or more years completed

.3

3. What is the extent of your contact with and information about the Assessment Program?

1.9

- 59.9 1. I have administered assessment tests in my classes and feel that I have considerable information about assessment.
23.4 2. I have administered assessment, but feel that I know very little about assessment.
6.7 3. I have never administered assessment, but feel I have considerable information about assessment.
6.9 4. I have never administered assessment, and feel that I know very little about it.
1.1 5. I have no information about Statewide Assessment.

RECENTLY, YOUR SCHOOL RECEIVED INDIVIDUAL STUDENT REPORTS FOR EACH STUDENT WHO PARTICIPATED IN THE STATEWIDE ASSESSMENT PROGRAM FOR GRADES 3 and 6 (SEE THE EXAMPLE ON THE BACK OF THE INSTRUCTIONS). PLEASE ANSWER THE FOLLOWING QUESTIONS WITH RESPECT TO THESE REPORTS.

4. What is the extent of your personal contact with the student reports? 15

- 3.0 1. I did not know such reports were sent to the school.
5.1 2. I knew about the reports but never saw one.
17.1 3. I have seen the reports but never analyzed one in detail.
33.2 4. I have examined actual student reports in detail.
40.0 5. I have examined reports and used them as a basis for working with individual students or groups of students.

IF YOU ANSWERED EITHER 1 OR 2 TO THE PRECEDING QUESTION, PLEASE SKIP QUESTIONS 5, 6, 7, 8, 9, AND 10.

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Note: The handwritten number at the end of each question is the percent not responding to the question.

(OVER)

Note: There is no question number 5, due to a typing error.

6. How would you rate the value of the individual student reports for helping you make instructional decisions about groups of students? **12.5**

- 18.8** a. high value
- 47.9** b. moderate value
- 15.9** c. slight value
- 3.4** d. no value
- 1.6** e. no opinion

7. How much use do you make of individual student reports when they are returned to you?

12.3

- 10.7** a. heavy use
- 49.6** b. moderate use
- 22.3** c. slight use
- 4.1** d. no use at all
- 1.0** e. no reports were made available to me

8. How much additional information about the academic strengths and weaknesses of the individual child do the Statewide Assessment results add to information you already have available? **12.4**

- 7.1** a. a great deal of additional information
- 25.3** b. considerable additional information
- 43.6** c. some additional information
- 10.0** d. little or no additional information
- 1.6** e. no opinion

9. How valuable is the information in the individual student report for discussing with parents the academic strengths and weaknesses of their child? **12.4**

- 21.2** a. high value
- 40.1** b. moderate value
- 19.1** c. slight value
- 4.4** d. no value
- 2.8** e. no opinion

10. Did the time of year at which the reports were delivered affect your utilization of the individual student reports in instructional planning? **14.1**

- 33.5** a. the timing of the reports caused no problem
- 37.0** b. the reports arrived early enough to be useful in instructional planning, but would have been more valuable if delivered earlier
- 10.1** c. the reports arrived too late to be useful in instructional planning

EXAMPLES OF INFORMATION FROM TESTS (See Question 11 and 12)

COMPARISON TO NATIONAL NORMS	OR	ACHIEVEMENT OF SPECIFIC SKILLS
EXAMPLE: "That mathematics score is at the 79th percentile--this student did better than 79% of the students in the country."		EXAMPLE: "This student can add numbers without carrying, but cannot add correctly when carrying is required. He may need more work on carrying."

11. For an individual student, which kind of test information would you rather have-- information about how the student compares to national norms or information about his achievement of specific skills? **.9**

- .8** 1. Only comparisons to national norms
5.8 2. Mostly comparisons to national norms; some data on achievement of specific skills
75.4 3. Mostly data on achievement of specific skills; some comparisons to national norms
15.6 4. Only data on achievement of specific skills
1.4 5. No opinion

12. For school results, which kind of test information would you rather have-- information about how the school compares to national norms or information about the school's specific academic strengths and weaknesses? **.8**

- 1.1** 1. Only comparisons to national norms
11.6 2. Mostly comparisons to national norms; some data on achievement of specific skills
74.4 3. Mostly data on achievement of specific skills; some comparisons to national norms
10.1 4. Only data on achievement of specific skills
1.8 5. No opinion

IN ADDITION TO INDIVIDUAL STUDENT REPORTS, THE STATEWIDE ASSESSMENT PROGRAM SENDS EACH SCHOOL A SCHOOL REPORT WHICH PROVIDES THE ASSESSMENT RESULTS FOR THE ENTIRE SCHOOL. PLEASE ANSWER THE NEXT THREE QUESTIONS WITH RESPECT TO THESE SCHOOL REPORTS.

13. How valuable is the school report of Statewide Assessment results for making decisions about the strengths and weaknesses of the school's instructional program? **2.2**

- 19.9** 1. high value
44.5 2. moderate value
16.2 3. slight value
4.7 4. no value
12.5 5. no opinion

14. How much use do you make of the school results when they are returned to you? **2.2**

- 9.6** 1. I make heavy use of them.
52.2 2. I make some use of them.
12.5 3. I do not use them at all.
2.6 4. I did not receive them in time to use.
20.9 5. I have not seen school results.

(OVER)

15. How much additional information about the academic strengths and weaknesses of the school's instructional program do the Statewide Assessment results add to information you already have available? **3.2**

5.71. a great deal of additional information
 43.22. considerable additional information
 26.23. little or no additional information
 9.74. no opinion
 12.05. no reports were made available to me

16. Statewide Assessment to determine strengths and weaknesses in basic skills now occurs at intermittent grade levels (e.g., 3-6-9, or 4-8-12, or 3-5-8-11). How much statewide testing do you think should be done? **2.5**

5.31. no statewide testing should be done
 29.02. at intermittent grade levels
 24.03. in grades 3, 4, 5, and 6 (now required by law for 1976-77)
 31.94. in all grades
 7.35. no opinion

17. The Statewide Assessment Program is required by law to provide the public with "uniform comparable" assessment results for schools and districts. In your opinion, who should receive reports on school and district assessment results?

2.4

4.61. nobody--no statewide testing should be done
 2.82. teachers only
 35.53. teachers and educational administrators
 51.44. the general public as well as teachers and administrators
 3.45. no opinion

18. To what extent do you use the statewide priority objectives for reading, writing, and math in planning instruction? **2.7**

31.81. a great deal
 46.12. some
 12.53. a little
 7.04. not at all
 5.95. I don't know what the statewide objectives are

19. One criticism of past assessments has been that the objectives and items have changed from year to year. In your opinion, how much would be gained from stabilizing the objectives? **3.5**

55.41. it would increase the use of objectives and results
 13.02. it would make no difference
 6.33. it would decrease the use of objectives and results
 14.64. no opinion
 7.25. I don't know what the statewide objectives are

20. How would you rate this year's (1975-76) Assessment Program overall? (Please evaluate the program, not student and school performance.) **2.5**

- 9.7** 1. excellent
- 49.5** 2. good
- 23.4** 3. fair
- 4.5** 4. poor
- 10.4** 5. no opinion

21. How would you compare the operation of this year's Assessment Program with last year's program? (If you are not familiar with this year's or last year's assessment, please leave this item blank.) **34.5**

- 8.1** 1. much better
- 21.0** 2. better
- 34.4** 3. about the same
- 1.7** 4. worse
- .3** 5. much worse

PLEASE ANSWER QUESTIONS 22, 23, and 24 BELOW AND ON THE BACK OF THIS SHEET.

- 22. What kind of additional information or assistance do you believe the Assessment Program should provide to individual teachers?
- 23. What are the major weaknesses of the Assessment Program?
- 24. What are the major strengths of the Assessment Program?

SURVEY ON STATEWIDE ASSESSMENT
FLORIDA DEPARTMENT OF EDUCATION

FORM B--TEACHERS IN SELECTED GRADES

1. In what grade do you teach? (See Below)

- 27 1. second
24 2. fourth
24 3. fifth
20 4. other

2. For how many years have you taught in the public schools?

- .2
3.4 1. this is my first year
12.8 2. 1-3 years completed
32.3 3. 4-9 years completed
28.2 4. 10-19 years completed
15.8 5. 20 or more years completed

RECENTLY, YOUR SCHOOL RECEIVED INDIVIDUAL STUDENT REPORTS FOR EACH STUDENT WHO PARTICIPATED IN THE STATEWIDE ASSESSMENT PROGRAM FOR GRADES 3 AND 6 (SEE THE EXAMPLE ON THE BACK OF THE INSTRUCTIONS). PLEASE ANSWER THE FOLLOWING QUESTIONS WITH RESPECT TO THESE REPORTS.

3. What is the extent of your personal contact with the student reports? 15

- 10.7 1. I did not know such reports were sent to the school.
25.9 2. I knew about the reports but never saw one.
25.1 3. I have seen the reports but never analyzed one in detail.
18.5 4. I have examined actual student reports in detail.
18.3 5. I have examined reports and used them as a basis for working with individual students or groups of students.

IF YOU ANSWERED EITHER 1 or 2 TO THE PRECEDING QUESTION, PLEASE SKIP QUESTIONS 4 AND 5.

4. How would you rate the value of the individual student reports for helping teachers make instructional decisions about individual students? 38.8 (829=N)

- 18.0 1. high value
22.6 2. moderate value
10.2 3. slight value
1.6 4. no value
2.8 5. no opinion

5. How would you rate the value of the individual student reports for helping teachers make instructional decisions about groups of students? 38.8 (828=N)

- 17.8 1. high value
27.8 2. moderate value
9.4 3. slight value
1.6 4. no value
2.7 5. no opinion

EXAMPLES OF INFORMATION FROM TESTS (See Questions 6 and 7)

COMPARISON TO
NATIONAL NORMS

OR

ACHIEVEMENT OF
SPECIFIC SKILLS

EXAMPLE: "That mathematics score is at the 79th percentile-- this student did better than 79% of the students in the country."

EXAMPLE: "This student can add numbers without carrying, but cannot add correctly when carrying is required. He may need more work on carrying."

6. For an individual student, which kind of test information would you rather have-- information about how the student compares to national norms or information about his achievement of specific skills? *1.0*

- 1.6* 1. Only comparisons to national norms
3.7 2. Mostly comparisons to national norms; some data on achievement of specific skills
77.9 3. Mostly data on achievement of specific skills; some comparisons to national norms
15.8 4. Only data on achievement of specific skills
1.0 5. No opinion

7. For school results, which kind of test information would you rather have-- information about how the school compares to national norms or information about the school's specific academic strengths and weaknesses? *1.3*

- .9* 1. Only comparisons to national norms
10.6 2. Mostly comparisons to national norms; some data on achievement of specific skills
76.4 3. Mostly data on achievement of specific skills; some comparisons to national norms
9.8 4. Only data on achievement of specific skills
1.05 5. No opinion

IN ADDITION TO INDIVIDUAL STUDENT REPORTS, THE STATEWIDE ASSESSMENT PROGRAM SENDS EACH SCHOOL A SCHOOL REPORT WHICH PROVIDES THE ASSESSMENT RESULTS FOR THE ENTIRE SCHOOL. PLEASE ANSWER THE NEXT THREE QUESTIONS WITH RESPECT TO THESE SCHOOL REPORTS.

8. How valuable is the school report of Statewide Assessment results for making decisions about the strengths and weaknesses of the school's instructional program? *1.9*

- 21.9* 1. high value
45.1 2. moderate value
15.6 3. slight value
2.8 4. no value
12.6 5. no opinion

9. How much use do you make of the school results when they are returned to you? *2.5*

- 8.2* 1. I make heavy use of them.
46.4 2. I make some use of them.
13.9 3. I do not use them at all.
4.2 4. I did not receive them in time to use.
24.9 5. I have not seen school results.

10. How much additional information about the academic strengths and weaknesses of the school's instructional program do the Statewide Assessment results add to information you already have available? //

- 44 { 1. a great deal of additional information
2. considerable additional information
25 3. little or no additional information
12 4. no opinion
18 5. no reports were made available to me

11. Statewide Assessment to determine strengths and weaknesses in basic skills now occurs at intermittent grade levels (e.g., 3-6-9, or 4-8-12, or 3-5-8-11). How much statewide testing do you think should be done? //

- 64 1. no statewide testing should be done
30.02. at intermittent grade levels
26.63. in grades 3, 4, 5, and 6 (now required by law for 1976-77)
29.94. in all grades
61 5. no opinion

12. The Statewide Assessment Program is required by law to provide the public with "uniform comparable" assessment results for schools and districts. In your opinion, who should receive reports on school and district assessment results? .7

- 5.0 1. nobody--no statewide testing should be done
2.4 2. teachers only
40.73. teachers and educational administrators
47.14. the general public as well as teachers and administrators
365. no opinion

13. To what extent do you use the statewide priority objectives for reading, writing, and math in planning instruction? 1.9

- 29.0 1. a great deal
40.2 2. some
10.9 3. a little
9.1 4. not at all
9.1 5. I don't know what the statewide objectives are

14. One criticism of past assessments has been that the objectives and items have changed from year to year. In your opinion, how much would be gained from stabilizing the objectives? 2.0

- 58.3 1. it would increase the use of objectives and results
12.6 2. it would make no difference
52 3. it would decrease the use of objectives and results
13.4 4. no opinion
1.5 5. I don't know what the statewide objectives are

(OVER)

15. What is the extent of your contact with and information about the Assessment Program? *2.5*

- 22.1* 1. I have administered assessment tests in my classes and feel that I have considerable information about assessment.
- 14.8* 2. I have administered assessment, but feel that I know very little about assessment.
- 23.8* 3. I have never administered assessment, but feel that I have considerable information about assessment.
- 31.1* 4. I have never administered assessment, and feel that I know very little about it.
- 5.1* 5. I have no information about statewide assessment.

16. From what source have you received the most information about Statewide Assessment? *5.9*

- 30.1* 1. conversations with other teachers
- 31.5* 2. principal of your school
- 15.5* 3. official sources within your District (Superintendent, District Coordinator of Assessment, subject specialists)
- 6.4* 4. DOE sources (memos, reports or publications)
- 3.6* 5. mass media (newspapers, radio, TV)

17. From what source have you received the next most information about Statewide Assessment? *8.4*

- 34.9* 1. conversations with other teachers
- 26.3* 2. principal of your school
- 13.6* 3. official sources within your district (Superintendent, District Coordinator of Assessment, subject specialists)
- 10.9* 4. DOE sources (memos, reports or publications)
- 5.9* 5. mass media (newspapers, radio, TV)

PLEASE ANSWER QUESTIONS 18, 19, and 20 ON THE ATTACHED BLANK SHEET.

18. What kind of additional information or assistance do you believe the Assessment Program should provide to individual teachers?

19. What are the major weaknesses of the Assessment Program?

20. What are the major strengths of the Assessment Program?

SURVEY ON STATEWIDE ASSESSMENT
FLORIDA DEPARTMENT OF EDUCATION

FORM C--PRINCIPALS

1. Did your school participate in the 1975-76 Statewide Assessment Program? (See Below) *1.6*

- 45.1* 1. yes, in grade 3
35.9 2. yes, in grades 3 and 6
15.1 3. yes, in grade 6
7.2 4. no

RECENTLY, SCHOOLS RECEIVED INDIVIDUAL STUDENT REPORTS FOR EACH STUDENT WHO PARTICIPATED IN THE STATEWIDE ASSESSMENT PROGRAM FOR GRADES 3 AND 6 (SEE THE EXAMPLE ON THE BACK OF THE INSTRUCTIONS). PLEASE ANSWER THE FOLLOWING QUESTIONS WITH RESPECT TO THESE REPORTS, OMITTING ANY ITEMS WHICH ARE INAPPLICABLE.

2. How would you rate the value of the individual student reports for helping teachers make instructional decisions about individual students? *6*

- 38.4* 1. high value
43.1 2. moderate value
13.7 3. slight value
2.7 4. no value
1.3 5. no opinion

USE
3. How much do your teachers make of individual students results when they are returned to you? *6*

- 17.4* 1. we make heavy use of them
64.4 2. we make some use of them
13.1 3. we make slight use of them
2.3 4. we do not use them at all
2.2 5. we did not receive them in time to use

4. To what extent do your teachers use these reports as a basis for adapting to the needs of individual students? *2.6*

- 12.6* 1. they rely heavily on the results in adapting to individuals
76.5 2. they use the results to some extent in adapting to individuals
6.8 3. they do not use the results in adapting to individuals
1.4 4. don't know

5. How would you rate the value of the information for helping your teachers make instructional decisions about groups of students? *3.0*

- 34.9* 1. high value
45.6 2. moderate value
16.5 3. slight value
2.1 4. no value
.1 5. no opinion

Note: The handwritten number at the end of each question is the percent not responding to the question.

(OVER)

6. To what extent do your teachers use these reports as a basis for adapting to the needs of groups of students? .9

134. heavy use for groups
702. some use for groups
1263. no use for groups
274. don't know

7. How much additional information about the academic strengths and weaknesses of the individual child do the Statewide Assessment results add to information you already have available? 1.2

961. a great deal of additional information
3522. considerable additional information
4323. some additional information
1054. little or no additional information
35. no opinion

IN ADDITION TO INDIVIDUAL STUDENT REPORTS, THE STATEWIDE ASSESSMENT PROGRAM SENDS EACH SCHOOL A SCHOOL REPORT WHICH PROVIDES THE ASSESSMENT RESULTS FOR THE ENTIRE SCHOOL. PLEASE ANSWER THE NEXT THREE QUESTIONS WITH RESPECT TO THESE SCHOOL REPORTS.

8. How valuable is the school report of Statewide Assessment results for making decisions about the strengths and weaknesses of the school's instructional program? 3.3

- 345 1. high value
413 2. moderate value
123 3. slight value
264. no value
24 5. no opinion

9. To what extent do you use Statewide Assessment results to evaluate your school's instructional program? 3.0

- 34 1. not at all
451 2. it is a slight factor in our evaluation
403 3. it is a major factor in our evaluation
25 4. it is the most important single factor in our evaluation
58 5. I did not receive the reports

10. How much additional information about the strengths and weaknesses of the school's instructional program does the school report of Statewide Assessment results add to information you already have available? 3.1

- 66 1. a great deal of additional information
350 2. considerable additional information
4323. some additional information
93 4. little or no additional information
28 5. no opinion

EXAMPLES OF INFORMATION FROM TESTS (See Questions 11 and 12)

COMPARISON TO
NATIONAL NORMS

OR

ACHIEVEMENT OF
SPECIFIC SKILLS

EXAMPLE: "That mathematics score is at the 79th percentile--this student did better than 79% of the students in the country."

EXAMPLE: "This student can add numbers without carrying, but cannot add correctly when carrying is required. He may need more work on carrying."

11. For an individual student, which kind of test information would you rather have-- information about how the student compares to national norms or information about his achievement of specific skills? *1.0*

- 1.6* 1. Only comparisons to national norms
- 8.9* 2. Mostly comparisons to national norms; some data on achievement of specific skills
- 73.5* 3. Mostly data on achievement of specific skills; some comparisons to national norms
- 14.4* 4. Only data on achievement of specific skills
- .6* 5. No opinion

12. For school results, which kind of test information would you rather have-- information about how the school compares to national norms or information about the school's specific academic strengths and weaknesses? *1.2*

- 1.5* 1. Only comparisons to national norms
- 8.5* 2. Mostly comparisons to national norms; some data on achievement of specific skills
- 75.2* 3. Mostly data on achievement of specific skills; some comparisons to national norms
- 13.1* 4. Only data on achievement of specific skills
- .4* 5. No opinion

13. The Statewide Assessment Program is required by law to provide the public with "uniform comparable" assessment results for schools and districts. In your opinion, who should receive assessment results? *1.7*

- 7.9* 1. nobody--no statewide testing should be done
- 4.8* 2. teachers only
- 35.2* 3. teachers and educational administrators
- 48.3* 4. the general public as well as teachers and administrators
- 2.1* 5. no opinion

14. Statewide Assessment to determine strengths and weaknesses in basic skills now occurs at intermittent grade levels (e.g., 3-6-9, or 4-8-12, or 3-5-8-11). How much statewide testing do you think should be done? *1.4*

- 12.4* 1. no statewide testing should be done
- 3.3* 2. at intermittent grade levels
- 22.0* 3. in grades 3, 4, 5, and 6 (now required by law for 1976-77)
- 25.6* 4. in all grades
- 2.2* 5. no opinion

(OVER)

15. To what extent do you encourage teachers to use the assessment results for individual students in planning instruction? **3.1**

- 6.5** 1. beyond distributing the reports, I give no special encouragement
- 18.3** 2. I ask teachers to use the information, but give them no assistance in doing so
- 70.2** 3. I ask teachers to use the information and provide assistance in doing so
- 1.1** 4. my school did not receive assessment results

16. To what extent do you encourage teachers to use the school assessment results in planning instruction? **4.1**

- 9.2** 1. beyond distributing the reports, I give no special encouragement
- 21.1** 2. I ask teachers to use the information, but give them no assistance in doing so
- 64.3** 3. I ask teachers to use the information and provide assistance in doing so
- 32.1** 4. my school did not receive assessment results

17. In general, how would you rate this year's (1975-76) Assessment Program overall? (Please evaluate the program, not student and school performance.) **4.1**

- 17.6** 1. excellent
- 53.7** 2. good
- 19.6** 3. fair
- 2.7** 4. poor
- 2.3** 5. no opinion

18. How would you compare the operation of this year's Assessment Program with last year's program? **10.7**

- 16.0** 1. much better
- 40.5** 2. better
- 31.4** 3. about the same
- 1.4** 4. worse
- .1** 5. much worse

PLEASE ANSWER QUESTIONS 19, 20, and 21 ON THE ATTACHED BLANK SHEET.

19. What kind of additional information or assistance do you believe the Assessment Program should provide to principals?

20. What are the major weaknesses of the Assessment Program?

21. What are the major strengths of the Assessment Program?

SURVEY ON STATEWIDE ASSESSMENT
FLORIDA DEPARTMENT OF EDUCATION

FORM D--SUPERINTENDENTS

RECENTLY, SCHOOLS RECEIVED INDIVIDUAL STUDENT REPORTS FOR EACH STUDENT WHO PARTICIPATED IN THE STATEWIDE ASSESSMENT PROGRAM FOR GRADES 3 AND 6 (SEE THE EXAMPLE ON THE BACK OF THE INSTRUCTIONS). PLEASE ANSWER THE FOLLOWING QUESTIONS WITH RESPECT TO THESE REPORTS.

1. How would you rate the value of the individual student reports for helping your teachers make instructional decisions?

(See Below)

- 37.5 1. high value
53.1 2. moderate value
7.4 3. slight value
— 4. no value
— 5. no opinion

2. How much use do your teachers make of individual student reports when they are returned to them?

- 34.4 1. heavy use
53.1 2. slight use
— 3. no use at all
6.3 4. did not receive them in time to use
6.3 5. not sure or don't know

3. To what extent do your teachers use these reports as a basis for adapting to the needs of individual students or groups?

- 12.5 1. they rely heavily on the reports
84.4 2. they use the reports to some extent
— 3. they do not use the reports
3.1 4. not sure or don't know

4. How much additional information about the academic strengths and weaknesses of the individual child do the Statewide Assessment results add to information your teachers already have available?

- 20.9 1. a great deal of additional information
34.4 2. considerable additional information
31.3 3. some additional information
12.5 4. little or no additional information
— 5. no opinion

IN ADDITION TO INDIVIDUALIZED STUDENT REPORTS, EACH PARTICIPATING SCHOOL ALSO RECEIVES SCHOOL-WIDE ASSESSMENT RESULTS. PLEASE ANSWER THE FOLLOWING QUESTIONS WITH RESPECT TO THESE SCHOOL REPORTS.

5. How valuable is the school report of Statewide Assessment results for making decisions about the strengths and weaknesses of the school's instructional program?

- 40.6 1. high value
46.9 2. moderate value
9.4 3. slight value
— 4. no value
3.1 5. no opinion

6. How much additional information about the strengths and weaknesses of the school's instructional program does the school report of Statewide Assessment results add to information your principals and teachers already have available?

- 6.3 1. a great deal of additional information
56.3 2. considerable additional information
34.4 3. some additional information
3.1 4. little or no additional information
— 5. no opinion

EXAMPLES OF INFORMATION FROM TESTS (See Question 7 and 8)

COMPARISON TO NATIONAL NORMS	OR	ACHIEVEMENT OF SPECIFIC SKILLS
EXAMPLE: "That mathematics score is at the 79th percentile-- this student did better than 79% of the students in the country."		EXAMPLES: "This student can add numbers without carrying, but cannot add correctly when carrying is required. He may need more work on carrying."

7. For an individual student, which kind of test information would you rather have-- information about how the student compares to national norms or information about his achievement of specific skills?

- 1. Only comparisons to national norms
9.4 2. Mostly comparisons to national norms; some data on achievement of specific skills
8.3 3. Mostly data on achievement of specific skills; some comparisons to national norms
6.3 4. Only data on achievement of specific skills
3.1 5. No opinion

8. For school results, which kind of test information would you rather have-- information about how the school compares to national norms or information about the school's specific academic strengths and weaknesses?

3.1 - no answer

- 3.1 1. Only comparisons to national norms
 — 2. Mostly comparisons to national norms; some data on achievement of specific skills
 93.7 3. Mostly data on achievement of specific skills; some comparisons to national norms
 3.1 4. Only data on achievement of specific skills
 — 5. No opinion

9. The Statewide Assessment Program is required by law to provide the public with "uniform comparable" assessment results for schools and districts. In your opinion, who should receive assessment results?

- 1. nobody--no statewide testing should be done
 — 2. teachers only
 31.3 3. teachers and educational administrators
 68.1 4. the general public as well as teachers and administrators
 — 5. no opinion

10. Statewide Assessment to determine strengths and weaknesses in basic skills now occurs at intermittent grade levels (e.g., 3-6-9, or 4-9-12, or 3-5-8-11). How much statewide testing should be done?

- 1. no statewide testing should be done
 62.5 2. at intermittent grade levels
 18.8 3. in grades 3, 4, 5, and 6, (now required by law for 1976-77)
 12.8 4. in all grades
 — 5. no opinion

11. To what extent do you use Statewide Assessment results to evaluate your district's instructional program? *3.1 - no answer*

- 44.9 1. not at all
 50.0 2. it is a slight factor in our evaluation
 3. it is a major factor in our evaluation
 — 4. it is the most important single factor in our evaluation
 — 5. I did not receive the reports

12. To what extent does your district encourage teachers to use the assessment results for individual students in planning instruction?

- 1. beyond distributing the forms, we give no special encouragement
 — 2. we ask teachers to use the information, but give them no special assistance in doing so
 65.4 3. we ask teachers to use the information and provide limited assistance in doing so
 3.3 4. we ask teachers to use the information and provide extensive assistance in doing so
 3.1 5. don't know or not sure

(OVER)

13. In general, how would you rate this year's (1975-76) Assessment Program overall?
(Please evaluate the program, not student, school or district performance.)

12.5 1. excellent
68.8 2. good
17.8 3. fair
— 4. poor
— 5. no opinion

14. How would you compare the operation of this year's Assessment Program with last year's program? *31- no answer*

9.4 1. much better
65.6 2. better
21.9 3. about the same
— 4. worse
— 5. much worse

PLEASE ANSWER QUESTIONS 15, 16, and 17 BELOW AND ON THE ATTACHED BLANK SHEET.

15. What kind of additional information or assistance do you believe the Assessment Program should provide to school districts?
16. What are the major weaknesses of the Assessment Program?
17. What are the major strengths of the Assessment Program?

SURVEY ON STATEWIDE ASSESSMENT
FLORIDA DEPARTMENT OF EDUCATION

FORM E--PARENTS

RECENTLY, INDIVIDUAL STUDENT REPORTS WERE RETURNED TO THE SCHOOL FOR EVERY THIRD OR SIXTH GRADE CHILD WHO PARTICIPATED IN THE STATEWIDE ASSESSMENT TESTING LAST OCTOBER (SEE THE EXAMPLE ON THE BACK OF INSTRUCTIONS). PLEASE ANSWER QUESTIONS 1-6 WITH RESPECT TO THESE REPORTS.

1. Were you notified that such a report existed? (See Below)

- 1.1 did not answer*
- 50.6 1. yes, by the school
2.8 2. yes, through the mass media (newspapers, radio, TV)
4.6 3. yes, by both the school and the mass media
30.9 4. no
10.6 5. not sure or don't remember

2. Did you receive the report referred to above?

- .5 did not answer*
- 69.9 1. yes
25.7 2. no
3.6 3. not sure or don't remember

3. If you received such a report, how much time did you devote to reading or analyzing it?

- 2.8 1. I glanced at it briefly but did not read it
9.7 2. I tried to pick out the main points, but did not read the entire report
25.5 3. I read the complete report
34.5 4. I read the report and discussed it *21.3 failed to answer*
6.2 5. not sure or don't remember

4. How easy was it to understand this report?

- 71.0*
- 34.7 1. very easy to understand
29.4 2. I understood most of it, but not all
6.9 3. I understood some of it, but not much *15.3 failed to answer*
2.6 4. I couldn't understand it at all
11.0 5. I don't recall getting a report

5. Did you talk to your child's teacher about your child's test results?

- 7.8 failed to answer*
- 21.5 1. yes
63.6 2. no
1.7 3. not sure or don't remember

Note: The handwritten number at the end of each question is the percent not responding to the question.

ESE 360
Exp. 6/30/76

(OVER)

6. How valuable has the information in this report been in helping you learn the academic strengths and weaknesses of your child?

26.3 1. high value
 31.0 2. moderate value
 12.3 3. slight value
 6.9 4. no value
 10.8 5. no opinion

14.7 did not answer

7. The purpose of the Statewide Assessment Program is to measure achievement in the basic areas of reading, writing, and math. How do you feel about the State's conducting such a testing program?

45.6 1. strongly support
 38.5 2. support
 3.7 3. oppose
 1.1 4. strongly oppose
 6.7 5. no opinion

4.2 did not answer

EXAMPLES OF INFORMATION FROM TESTS (See Questions 8 and 9)

COMPARISON TO NATIONAL NORMS	OR	ACHIEVEMENT OF SPECIFIC SKILLS
EXAMPLE: "That mathematics score is at the 79th percentile-- this student did better than 79% of the students in the country."		EXAMPLE: "This student can add numbers without carrying, but cannot add correctly when carrying is required. He may need more work on carrying."

8. For an individual student, which kind of test information would you rather have-- information about how the student compares to national norms or information about his achievement of specific skills?

1.8 1. Only comparisons to national norms
 14.0 2. Mostly comparisons to national norms; some data on achievement of specific skills
 64.3 3. Mostly data on achievement of specific skills; some comparisons to national norms
 11.0 4. Only data on achievement of specific skills
 4.2 5. No opinion

4.6 did not answer

9. For school results, which kind of test information would you rather have-- information about how the school compares to national norms or information about the school's specific academic strengths and weaknesses?

2.8 1. Only comparisons to national norms
 24.3 2. Mostly comparisons to national norms; some data on achievement of specific skills
 56.1 3. Mostly data on achievement of specific skills; some comparisons to national norms
 7.8 4. Only data on achievement of specific skills
 4.5 5. No opinion

4.5 did not answer

10. From what source have you received the greatest amount of information about Statewide Assessment?

- 7.7 1. conversations with other parents *5.4 did not answer*
 3.5 2. teachers or principals
 8.4 3. communications from the school district and/or the State Department of Education
 10.3 4. mass media (radio, TV, newspapers)
 35.6 5. I have received no information about assessment.

11. Have you heard about your school's performance on Statewide Assessment?

- 22.1 1. yes
 64.5 2. no
 10.6 3. not sure or don't remember

1.9 did not answer

12. How much information about the school's results on Statewide Assessment did you get from your Annual Report of School Progress?

- 7.7 1. a great deal of information
 12.5 2. a fair amount of information
 10.0 3. very little information
 44.5 4. I never saw the Annual Report of School Progress
 15.7 5. not sure

3.6 did not answer

13. Should the general public receive information on test results for each school and district?

- 40.2 1. strongly support
 39.8 2. support
 5.7 3. oppose
 1.5 4. strongly oppose
 9.8 5. no opinion

2.8 did not answer

14. Which parent responded to this questionnaire?

- 75.0 1. Mother or female guardian
 15.0 2. Father or male guardian

9.8 did not answer

15. Is there any additional information you would like to provide, or any further opinion you would like to express on statewide testing, the Assessment Program, or the reporting of student performance or progress to parents? If so, please write out your comments below and, if necessary on the back of this page.

APPENDIX B

INSTRUCTIONS FOR PRINCIPALS, PARTICIPATING TEACHERS, PARENTS
AND NON-PARTICIPATING TEACHERS



RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

Dear Principal:

Your school has been selected to participate in an important survey of public school principals, teachers and parents in Florida. To make the survey a success, may we ask for a few minutes of your time? Please answer the enclosed Principals Questionnaire and (if additional materials are enclosed) forward Teacher and Parent Questionnaires to certain of your teachers (and parents).

The purpose of this survey is to find out how much various groups know about the Statewide Assessment Program operated by the Department of Education. We are contacting a sample of superintendents, principals, teachers and parents throughout the state. Your role is a vital one, since we hope that all those contacted will complete and return the questionnaire.

TEACHER AND PARENT QUESTIONNAIRES

The packet sent to you may or may not contain Teacher and/or Parent Questionnaires. If it does, you will also find in the packet a sheet entitled "INSTRUCTIONS FOR DISTRIBUTING TEACHER AND PARENT QUESTIONNAIRES," which should be followed in distributing and collecting these. If you have no Teacher or Parent Questionnaires, simply complete your own questionnaire according to the directions below and return it to us.

YOUR OWN QUESTIONNAIRE

The Principals Questionnaire is brief and should be easy for you to complete. After reading each question, simply draw a circle around the number beside the best answer.

When you have finished, place your questionnaire in the addressed manila envelope and, if you have no Teacher or Parent Questionnaires, return the envelope to us immediately. If you have Teacher Questionnaires, return your questionnaire along with the completed Teacher Questionnaires. Please note that the number stamped on your envelopes refers to your school district and will not be associated with you or your faculty in any way.

If we are to make the best use of your answers, we need them right away. PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE(S) NOT LATER THAN MARCH 1, and earlier if possible.

A survey of this kind could not be carried on without substantial assistance from principals. We greatly appreciate your help.

Yours truly,

Theodore Clevenger, Jr.
Director, Assessment Survey
Florida State University

INSTRUCTIONS FOR DISTRIBUTING TEACHER AND PARENT QUESTIONNAIRES ****

In addition to your own questionnaire, this survey packet includes copies of questionnaires addressed to three groups within your school. Your packet should contain:

(1) a "Participating Teacher Questionnaire" (Form A) for each of your third grade and each of your sixth grade teachers (questionnaires are the same for both grades), and a plain white envelope for each,

(2) as many "Non-Participating Teacher Questionnaires" (Form B) as "Participating Teacher Questionnaires," and a plain white envelope for each,

(3) two "Parent Questionnaires" (Form E) for each "Participating Teacher Questionnaire," and a self-addressed postage-free envelope for each.

We would appreciate it very much if you would distribute these materials to selected teachers in your school according to the instructions below. Your timely cooperation and support will contribute greatly to the success of the survey.

PARTICIPATING TEACHER AND PARENT QUESTIONNAIRES

Participating teachers are defined as all third and sixth grade teachers in your school. Please assemble and distribute to each of these teachers the following materials:

- (1) One "Participating Teacher Questionnaire" (Form A)
- (2) One plain white envelope
- (3) Two "Parent Questionnaires" (Form E)
- (4) Two return-addressed postage-free envelopes

Instructions in the covering letter to the Teacher Questionnaire describe to the teacher how to complete her/his own questionnaire and how to distribute the Parent Questionnaires. Parent Questionnaires will be returned directly to the Survey Office. Teachers are requested to return their completed questionnaires in sealed envelopes to your office. We request that you forward the sealed envelopes to us.

Because we have been compelled to estimate the number of third and sixth grade teachers in your school, we may have sent you too few Participating Teacher Questionnaires. If this should be the case, you will need to select which teachers are to receive the questionnaires. This should be done randomly, using the procedure described below for Non-Participating Teachers.

(OVER)

NOTE: These instructions were for the principals of the schools randomly selected for the teacher and parent samples.

NON-PARTICIPATING TEACHER QUESTIONNAIRES

Non-Participating Teachers are defined as teachers in grades 2, 4, and 5. We desire a random sample of such teachers from your school. (If you have no Non-Participating Teachers, please ignore this section and go directly to "Return of Questionnaires" below.) Your random sample should be drawn in the following way:

(1) Make a list of all teachers in grades 2, 4, and 5 in your school. How the list is organized (alphabetically, by grade, etc.) makes no difference.

(2) Number the list from top to bottom, beginning with the number "1" for the top name on the list.

(3) Refer to the first entry in the list of random numbers below. The first Non-Participating Teacher selected for your sample will be Teacher #15 on your teacher list. If you have fewer than 15 teachers, go down the list of random numbers until you find a number that you can use. For example, if your school had only six Non-Participating Teachers, you would have to go to the fifth entry in the random-number list to find a number small enough to fit your teacher list. Teacher #01 on your teacher list would be the first Non-Participating Teacher selected for your sample.

Proceed in this manner through the random-number list until you have as many Non-Participating Teachers in your sample as you have Non-Participating Teacher Questionnaires in your survey packet.

Distribute the questionnaires to the selected teachers immediately, along with a plain white envelope to each.

RANDOM NUMBER TABLE

15	13	33	26	02
39	40	36	32	41
07	42	44	29	06
27	17	28	42	18
01	43	37	04	30
16	03	11	24	
10	09	28	19	
31	08	21	25	
35	20	23	05	
14	34	12	45	

RETURN OF QUESTIONNAIRES

Please do not open the envelopes containing completed teacher questionnaires.

PLEASE NOTE THAT THE RETURN DATE FOR ALL QUESTIONNAIRES IS MARCH 1. On that date, forward to the Survey Office your own completed questionnaire and all completed teacher questionnaires that have been returned to your office.

Should any completed teacher questionnaires be returned to your office after March 1, please forward them to us as received.



RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

Dear Teacher:

You have been selected along with a small sample of parents of your students to participate in an important survey. Please give us a few minutes of your time to complete your questionnaire and to distribute parent questionnaires to the few students whose parents are selected for the sample.

The purpose of the survey is to find out how much various groups know about the Statewide Assessment Program operated by the Department of Education. We are contacting a sample of superintendents, principals, teachers and parents throughout the state. We regard the teacher sample as a vital one, so your answers to these questions are important to us. The parent sample also is important, so your help in getting the questionnaires to parents is equally vital to the success of the survey.

YOUR OWN QUESTIONNAIRE

The questionnaire you are to complete is headed "FORM A--TEACHERS GRADES 3 AND/OR 6." It is brief and should be easy for you to complete. After reading each question, draw a circle around the number beside the best answer. Then seal your questionnaire in the enclosed envelope and return it to your principal. The number on the envelope refers to your school district. It will be used only to assure the representativeness of the sample, and will not be connected with you in any way.

If we are to make the best use of your answers, we need them right away. PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE NOT LATER THAN FEBRUARY 27, and earlier if possible.

DISTRIBUTING PARENT QUESTIONNAIRES

In the package that your principal gave to you for this survey, you will find two Parent Questionnaires and two addressed envelopes. It is important that these be sent home with students who are randomly selected. In order to assure random selection, please follow this procedure:

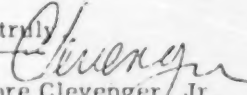
Begin with your class roster. If you have fewer than 20 students in your class, send one questionnaire home with student #6 (counting down from the top of your roster) and the other questionnaire with student #13 (or if fewer than 13 students in the class, to the last name on your roster).

If you have 20 or more students in your class, send one questionnaire to student #9 and the other to student #26 (or, if fewer than 26 students, to the last name on your roster).

Please fold each parent questionnaire and place it in one of the addressed envelopes. As you give the envelope to the child, please tell him that it contains a special message for either of his parents. Make sure that he knows it is not about him. In order for us to get the questionnaires back from the parent, you should send the questionnaires home immediately.

A survey of this kind could not be carried on without substantial assistance from teachers. We greatly appreciate your help.

Yours truly,


Theodore Clevenger, Jr.
Director, Assessment Survey
Florida State University
Tallahassee, Florida 32306

GRADE 6

FLORIDA STATEWIDE
ASSESSMENT PROGRAM
1975-6 STUDENT REPORT

68 1234

WENDOVER ELEMENTARY

NAME	BIRTHDATE	LANG.	MIG.	STUDENT I.D.	DIST. DATA
GURNEY	JEAN	L	01/27/64	ENG.	0000000000

MATHEMATICS OBJECTIVES

	# Items For Obj.	# Items Correct	Item Achieve- ment Record
NUMBER AND NUMERATION			
1. Match numeral to word name.	3	3	XXX
2. Use relation symbols between two whole numbers.	3	3	XXX
3. Round whole numbers to the nearest hundred.	3	1	--X
ADDITION AND SUBTRACTION			
5. Add 2 or 3-digit numbers without regrouping.	4	4	XXXX
7. Add up to 6-digit numbers with regrouping.	4	4	XXXX
3. Subtract using basic facts.	4	4	XXXX
9. Subtract up to 4-digit whole numbers with and without regrouping.	4	4	XXXX
MULTIPLICATION AND DIVISION			
11. Multiply using numbers 1 through 9.	5	5	XXXXX
12. Multiply up to 5-digit numbers by a factor less than 100.	4	3	XXX-
13. Divide numbers up to 81 evenly using numbers 1 through 9.	5	5	XXXXX
14. Divide up to 5-digits evenly by numbers 1 through 9.	4	4	XXXX
15. Divide up to 5 digits evenly by numbers 10 through 99.	3	3	XXX
FRACTIONAL NUMBERS			
16. Identify fractions as points on a number line.	3	1	X--
17. Identify fraction greater, less, or equal to a given fraction.	3	1	X--
18. Identify a fraction equivalent to a given proper fraction.	4	2	X-X-
20. Identify fractions equivalent to decimals up to .99.	3	1	X--
21. Add fractions with like denominators.	3	3	XXX
22. Subtract fractions with like denominators.	4	4	XXXX
23. Add decimal numbers named in tenths.	3	3	XXX
PROBLEM SOLVING			
24. Solve addition word problems with sums less than 100.	3	3	XXX
25. Solve subtraction word problems with sums up to 100.	3	3	XXX
26. Solve multiplication word problems with products up to 81.	3	3	XXX
30. Solve addition or subtraction word problems involving money.	3	2	-XX
31. Determine change to be received after purchases.	2	2	XX
32. Identify data in a diagram or graph.	2	2	XX
33. Solve word problems by finding averages.	3	1	X--
GEOMETRY			
34. Label geometric shapes.	4	4	XXXX
MEASUREMENT			
35. Tell time from clock face.	3	3	XXX
36. Order metric prefixes by size.	1	1	X
37. Place units of measure in order by size.	3	3	XXX
38. Convert feet and inches to inches and vice versa.	2	1	-X
39. Select situations illustrating concept of perimeter.	1	0	-
40. Select situations illustrating concept of area.	1	0	-
41. Compute the perimeter of a polygon.	1	0	-
42. Compute the area of a square or rectangle.	2	1	X-

TOTALS Mathematics: 89 items correct of 107
Total Test: 196 items correct of 225

Note: X means item is correct. -- means item is wrong.

GRADE 6

FLORIDA STATEWIDE
ASSESSMENT PROGRAM
1975-6 STUDENT REPORT

68 1234

WENDOVER ELEMENTARY

NAME	BIRTHDATE	LANG.	MIG.	STUDENT I.D.	DIST. DATA
GURNEY	JEAN	L	01/27/64	ENG.	0000000000

COMMUNICATION SKILLS OBJECTIVES

	# Items For Obj.	# Items Correct	Item Achieve- ment Record
DECODING SKILLS			
1. Identify words containing the long /a/ sound as in bait.	2	2	XX
3. Identify words containing the schwa sound as in around.	1	1	X-
5. Identify words containing the /l/ sound as in phone.	2	2	XX
VOCABULARY			
8. Identify the two words that make up a contraction.	4	4	XXXX
9. Identify the correct plural form of a singular noun.	5	5	XXXXX
10. Identify the correct possessive form of a noun.	3	1	XX-
11. Select a prefix or suffix so root word fits sentence context.	4	3	-XXX
13. Identify phrases which tell who, what, when, where, why, how.	5	5	XXXXX
SENTENCE INTERPRETATION			
14. Select a synonym for a given word in a sentence.	3	3	XXX
15. Select an antonym for a given word in a sentence.	2	2	XX
16. Identify the meaning of a heteronym from sentence usage.	4	4	XXXX
17. Identify meaning of multiple-meaning word from sentence context.	2	2	XX
18. Indicate whether sentences have the same or different meanings.	2	2	XX
19. Identify sentence in which punctuation gives desired meaning.	1	1	-X
READING COMPREHENSION			
20. Identify the main idea of a paragraph.	1	1	X
21. Select the best summary for a selection.	1	1	X
22. Identify details which appeared in a selection.	3	3	XXX
23. Identify from a selection the cause or effect.	2	2	XX
24. Identify most logical conclusion to be drawn from a selection.	1	1	X
25. Select best description of a character in a selection.	1	1	X
CRITICAL SKILLS			
26. Identify appropriate ending for an incomplete analogy.	3	3	XXX
27. Identify the irrelevant statement in a selection.	1	1	X
28. Select subtopics which support a given topic.	2	2	XX
29. Distinguish statements of fact from statements of opinion.	4	4	XXXX
STUDY SKILLS			
30. Arrange sentences to tell a story.	5	5	XXXXX
32. Alphabetize words with the same 2 or 3 beginning letters.	6	5	XXXXX
33. Select guide words found on same dictionary page as entry word.	3	3	XXX
34. Locate information through the use of a table of contents.	3	3	XXX
35. Locate information through the use of an index.	2	2	XX
36. Select directions which describe location of places on map.	2	2	XX
38. Identify the conclusion supported by data in a bar graph.	1	1	X
SYNTACTICAL SKILLS			
39. Distinguish complete sentences from sentence fragments.	4	4	XXXX
RHETORICAL SKILLS			
42. Select the clearest way to express a given idea.	6	3	--XXX
MECHANICS			
46. Punctuate sentences with commas.	4	1	-X--
47. Identify the words in a letter which need capitalization.	5	6	XXXXX
48. Identify the words in a title which need capitalization.	4	4	XXXX
49. Select correct pronouns to complete sentence.	4	3	XXX-
50. Select correct subject-verb agreement to complete sentence.	3	3	XXX
51. Identify sentence using correct verb form.	3	3	XXX
52. Identify the correct determiner to complete sentence.	4	3	-XXX

TOTALS Comm. Skills: 107 items correct of 118
Total Test: 196 items correct of 226

Note: X means item is correct. -- means item is wrong.



RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

Dear Parent:

You have been selected to participate in an important survey of the parents of third and sixth grade children throughout the state. Please give us five or ten minutes of your time to answer the questions and drop it in the mail.

The purpose of the survey is to find out how much parents know about the Statewide Assessment Program operated by the Florida Department of Education. You were selected because third and sixth grade students were tested in this year's Statewide Assessment of reading, writing, and math. Please answer the questions, even if you have not heard of the Statewide Assessment Program. No one else will know how you answered the questions.

The survey is brief and should be easy for you to complete. After reading each question, simply draw a circle around the number beside the best answer. Then put the survey back in the self-addressed envelope in which it came to you and put it in the mail, no postage required. The number on the envelope refers to your school district and will not be used to identify you.

If we are to make best use of your answers, we need them right away.
PLEASE RETURN YOUR COMPLETED SURVEY NOT LATER THAN FEBRUARY 27,
and earlier if possible.

Thank you for your help.

Yours truly,

Theodore Clevenger, Jr.
Director, Assessment Survey
Florida State University
Tallahassee, Florida 32306



RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

Dear Teacher:

You have been selected to participate in an important survey of public school teachers in Florida. Please give us a few minutes of your time to answer the enclosed questionnaire and return it to your principal in the envelope provided.

The purpose of the survey is to find out how much various groups know about the Statewide Assessment Program operated by the Department of Education. We are contacting a sample of superintendents, principals, teachers, and parents throughout the state. We regard the teacher sample as a vital one, so your answers to these questions are important to us.

The survey is brief and should be easy for you to complete. After reading each question, draw a circle around the number beside the best answer. Then seal your questionnaire in the envelope and return it to your principal. The number on the envelope refers to your school district. It will be used only to assure the representativeness of the sample and will not be connected with you in any way.

If we are to make the best use of your answers, we need them right away.
PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE NOT LATER THAN
FEBRUARY 27, and earlier if possible.

Thank you for your help.

Yours truly,

Theodore Clevenger, Jr.
Director, Assessment Survey
Florida State University
Tallahassee, Florida 32306